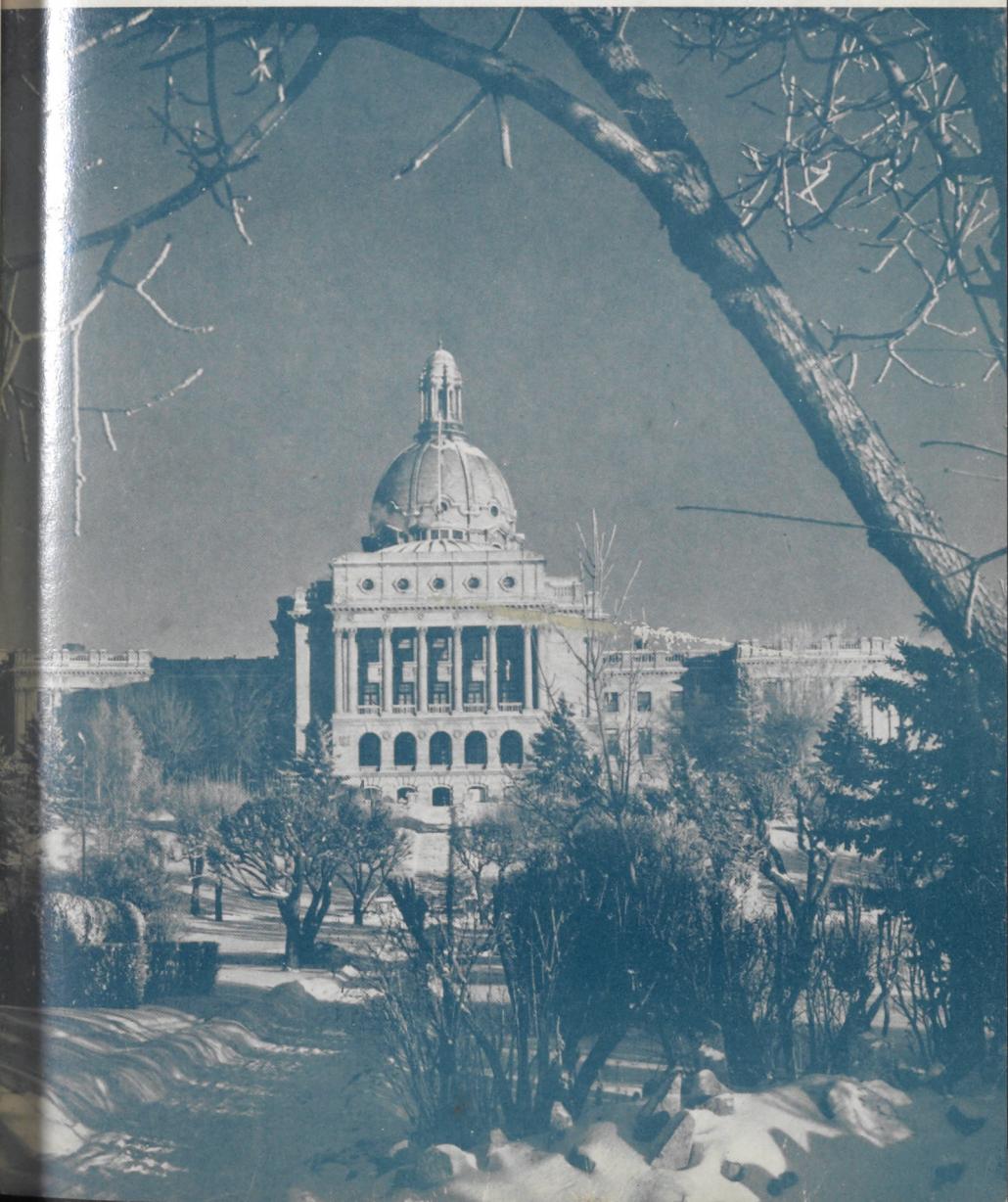


# The ATA Magazine

FEBRUARY  
1954

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



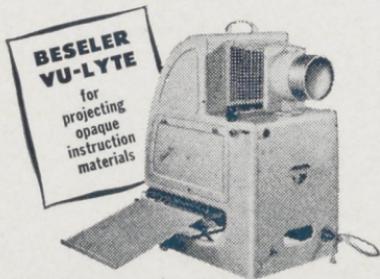


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## COVER STORY

This month's cover is a photograph of the Legislative Buildings viewed from the south. The framework of tree branches makes this an unusual picture.

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## **Editorial**

Sincere, honest people in all walks of life are thinking and talking about public education as they never have before. The flood of criticism assailing our schools is causing people to wonder whether our schools teach the right things, develop the right attitudes and values. As the literature of attack increases some may wonder whether our schools teach anything at all.

### **Criticism Can Be Valuable**

Critical interest in our schools is good. If public education is to improve it is necessary to assess constantly the job being done. It is necessary to modify, to adopt and to reject as the pattern is developed. It is needful to subject educational goals to searching scrutiny. An apathetic acceptance of an educational program is just as dangerous to the lasting interests of public education as a nihilistic attitude.

### **Anxiety Born of Fear**

Public anxiety for the welfare of our schools is a must if free public education is to serve the public need. The fears of a world torn in the cold and hot wars of rival ideologies create desperate concern for the job our schools are doing. It is little wonder then, that in the uncertain times of today, people with deep interest and faith in public education exhibit concern for the type of public education our schools provide.

### **Some Criticism is Not So Honest**

Unfortunately, less sincere and honest people seize on the fears and tensions surrounding our concern for the schools to promote selfish aims for private gain. Their criticisms would promote class distinction, turn the educational clock back to the days of meagre financial support and barren instructional programs. Indeed, some critics would reserve even high school education to a super strata of the intellectual elite and reduce the masses to the status of hewers of wood and drawers of water.

### **What Are the Issues?**

But, whether the criticism may be classed as honest or dishonest, it eventually boils down to what should our schools teach. It may also deal with the related issue of how shall it be taught.

### **Too Much Heat**

In the welter of this great controversy little factual evidence is ever presented by either critics or defenders of public education. This is not so strange if one realizes that there is little objective research available to provide a basis for comparison. The public is therefore subjected to a debate in which much heat and very little light is generated.

### **Criticism of Schools Not New**

Who is to say whether or not the three R's are being taught better or poorer than before? Lest we accept too readily the complaints of the older generation, we should note that there seems to be a compulsion of the older to decry the achievements of the younger. The unlearned and undisciplined generation of the early 1900's weathered the depression of the 1930's and contributed the scientific genius that fathered the jet and atomic age.

### **Need for Objective Thinking**

Honest dissatisfaction and criticism separates the gold from the dross. It can spearhead improvement and progress in education. But we should weigh carefully all the criticism, all the defence, before we seize upon a solution. Over-simplification of the traditionalist approach can lead to authority taking the place of reason, and discipline the place of freedom.

### **Solution Not Simple**

The eventual solution of the problem is probably deeper and more complex than most of us realize. It will require the cooperative efforts of the very best minds we have. It requires something more than satirical diatribes and demagoguery to phrase the issues and the solutions. It requires first-hand knowledge of what is going on in our schools—not word of mouth reports, not incidents isolated from context.

### **Commission Might Be Useful**

The Alberta Teachers' Association has urged for some years now the need for the establishment of a competent commission to inquire into the needs of public education. Perhaps the time for action is here.

# Pendulum o

It is frequently said, with reference to developments within the field of education, especially with respect to curriculum content and to method, that there is a swing of the pendulum. The inference is that certain policies or procedures are adopted, pursued to an extreme, to be followed by a reversal and a movement back to a former position. A pendulum moves back and forth always traversing the same arc and arriving at the same points.

In my view it is more appropriate to think of educational developments as following the philosopher Hegel's concept of synthesis. Hegel was concerned with the development of ideas generally, not in the particular field of our present concern. He noted, however, a frequent pattern. A position is taken or exists with respect to some matter. This he termed, in the language of logic or dialectic, thesis. This in turn arouses the development of a contrary or opposite view or position, which he termed antithesis (antithesis). From the co-existence and interaction of the two there follows a synthesis. In Hegel's system the synthesis, when achieved, may then become a further thesis, setting up a new antithesis and leading to further synthesis.

It is alleged with respect to various educational practices to be found on this continent and beyond that they reached certain extremes and that they are now in the process, or should be in the process, of returning to a former state.

Education is a highly complex matter with a great variety of interacting aspects. It is not easy to discover or define any simple position or thesis. It seems to me, however, that a somewhat fixed pattern of content, method and organization existed a quarter of a century ago and that this might be thought of as

**DR. W. H. SWIFT**  
**Deputy Minister,**  
**Department of Education**

a position or thesis. It was the pattern of education experienced by Dr. Hilda Neatby, by myself, and by a good many others.

It is, I fear, forgotten by many who look back to it that from many quarters it came to be subject to much criticism. Mark Anthony was more wrong than right, I think, when he said, "The evil that men do lives after them; the good is oft interred with the bones." There is no time to do so here, but it can be shown that strong dissatisfactions developed with respect to many matters—lack of attention to individual differences, memoriter learnings, neglect of aesthetic and creative urges, absence of provision for non-academic types of students, harsh discipline, heavy emphasis on competition and others. Combined with this were sociological changes which could not be ignored: the lengthening of the period of dependent childhood; the desires of parents for their children, regardless of capabilities, to remain in school longer; changed occupational conditions requiring a higher proportion of schooled persons; the development of the concept amongst our people that the person emerging from school should have some measure of occupational preparation, and many more.

The antithesis which developed was one which contained, in varying degrees in different places, the following and other related ideas: intrinsic motivation is superior to extrinsic motivation; what is done to or with a child should have regard to its emotional as well as its intellectual effects; tasks should be a chal-

# Synthesis

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**Dr. W. H. Swift, Deputy Minister of Education, addressed the Edmonton and West Jasper Place teachers at their convention on February 8. His address has been the subject of widespread interest among teachers and the public.**

---

lenge but not a frustration through being beyond the child's capacity; the school should be concerned with social as well as with intellectual experiences; provision should be made for creative urges; every child should find things to do that are commensurate with his capabilities and his legitimate interests.

By some writers and theorists, and in a few schools programs were devised which attempted to embody such principles in quite extreme form. Elsewhere they were adopted in limited measure. In Alberta these concepts influenced curriculum construction and teaching procedures beginning, in an official sense, about 1935.

May I remind you that this antithesis, or these antitheses, since a wide range of concepts was involved, grew out of dis-satisfactions with the existing situation.

It is common for critics of present day education to ascribe all changes which have taken place to Dewey. With this I cannot agree. The argument within the discipline of history as to whether the man produces the times or the times produce the man will, I suppose, never be resolved. There is probably some of both and this may be Dewey's position in relation to education. He may have stimulated certain concepts; he may have served as a focus for others; but in my opinion psychological research,

sociological changes and ordinary observation would have brought us to much the same place whether Dewey had lived or not. These may have been the occasion for Dewey.

From the pedagogical point of view, if not from the philosophical, much of what has been done can be traced beyond Dewey to Rousseau, Pestalozzi, Froebel, Binet, and Montessori.

I must say that in all my connection with the work of the Department of Education I have heard little or nothing of Dewey. I do not believe there has been any Dewey cult. There certainly is not now. Curriculum work is done by groups of varied composition who make their decisions based upon the resolving of points of view and the application of their best judgments to the problems at hand. This is not to suggest that such decisions necessarily prove to have been the best, merely that they are not dictated by an external philosophy.

It is sometimes said that in Canada we adopt United States practices. This I think is also untrue. What happens rather is that sociological and other factors come in time to resemble those existing in the United States with the result that locally, in meeting the problems they raise, we are impelled towards similar solutions. It cannot be denied, however, that as a people we live very much within American culture in all its aspects.

I should now return to my synthesis. The antithesis, if put into the form of action, is inevitably experimental. It is new and untried. The educational antithesis encountered its difficulties—lack of knowledge of techniques, inadequate teaching staffs, limitations of time, errors of judgments, directional enthusiasms, misinterpretations, the enormity of the steadily expanding educational task. The

results seem to be that some things have been improved, some desirable things have been added, some things of dubious value have resulted, and in some respects there may have been loss.

These matters are not easy to assess, for quite apart from the factual questions involved, the extent of the effect of changed family life, community morality and the whole environment in relation to which the school operates must be considered. Recently a woman of prominence in one of our cities told me of her strong opposition to homework which interfered with family life and the non-school activities of her children. My observation is that our homes are deciding, or the children in them are deciding for them, that there shall be less homework. Attitudes of this sort when held by a considerable section of the public significantly influence what goes on in the schools and the programs established for them.

So I think we are in an era of synthesis. Collectively we shall be, in fact are, involved in attempting to create the best we can by way of reconciliation. This is not easy since some concepts are diametrically opposed, such as heavy discipline, and the development of self-discipline, under each of which imperfect results have been obtained. Sharp and exalted competition stimulates the highly capable but causes the others to quit the race. But to eliminate it does not correspond with the facts of life outside school. The bright student needs the challenge of advanced intellectual fare. He must get it without so neglecting and discouraging his more numerous comrades that they get less than they can take with profit, either through the frustrating drudgery of learning bits and pieces that they don't understand, or in desperation quitting.

To illustrate one problem involved in achieving such reconciliation consider the following. Our local newspaper has been carrying a series of articles by a university professor. Among other things he protests the diversification of

school programs. An issue carrying one of his articles contained also the report of a Home and School Association meeting at which a very well known woman of this city asserted that dramatics should be made a compulsory subject. Both advanced arguments not without merit but it is difficult to have it both ways.

My best guess is that educationists for the next while will not be pushing further into the field of the antithesis nor will they be swinging the pendulum back. They will be seeking to go forward into new positions reconciling the old and the new, and insofar as human ingenuity permits, improve on both.

Having arrived at this point I wish now to make some observations about a pendulumist. Probably the most widely discussed book on education ever to appear in Canada is Dr. Hilda Neatby's *So Little For The Mind*. To attempt to evaluate it in a few sentences can be fair neither to the book, nor, I think, to myself and the views I hold. Nevertheless I consider that the book deserves some observations from professional educationists.

I have described Dr. Neatby as a pendulumist. That, like almost any generalization, is an over-simplification. Dr. Neatby does not condemn every change in school practices in recent years, but her words of commendation are very few. I am forced into a similar position. I do not disagree with all that she says and readily admit that she has found some vulnerable spots. I shall deal, however, with what I think are some of her shortcomings.

It is perhaps not logical to begin at the end but this approach seems to fit best into what I have already said. After criticizing in order, and may I repeat not entirely without some justification, educational experts, training schools, the teaching of English, social studies and other subjects, and various aspects of school programs, Dr. Neatby concludes with a section headed "The Remedy." Here one would suppose some reason-

ably clear program would be offered as to how to deal with the complex problems which exist and which are in large measure the cause of our being where we are, for good or bad. It is not easy to isolate her program, but as I understand it these are what are provided for our guidance:

1. There should be some sort of religious or moral revival. "What is needed is a renewal of faith and a renunciation of the false rationalism which implicitly denies the power of faith for good and evil in human society." I do not quarrel with this but I find no indication as to how the schools are to accomplish it or what they are to do about it.

2. Teacher training should be revised. "Surely the proper procedure is to require all teachers and, even more, all those who teach teachers to do what every educated member of society should do; they should be allowed and encouraged to examine their roots, to look at the society in which they are to work . . ." "They should go out not as skilled conditioners trained to induce desirable attitudes but as evangelists with a genuine love of truth and with an urge to instruct and to inspire those whom they teach." Nor do I quarrel with this either. I can only say that the subsequent proposal to limit formal teacher training to a study of the liberal arts and apprentice teaching, and to abandon all other sorts of courses will, in my opinion, no more produce the evangelists and inspirationists than what we have now.

3. With respect to teaching methods there is no clear statement. The sentence which seems best to give a point of view is this, "All psychological services, all devices of mental hygiene, excellent as they may be, are no substitute for the discipling of the mind and the developing of character through contact with the greatest deeds and the greatest characters of all ages." Fine, but how? The issues of organization and method have to be faced.

4. After indicating the necessity for emphasis upon religious and moral instruction she says, "This is not to suggest that there is any form of the vision of greatness comparable to that gained from the study of religion and, in the view of this writer, of the Christian religion." My observation here is merely that the issues involved are ones beyond the purview of the school and reside in the structure and temper of society as a whole.

5. What shall we do about the intellectual elite? "There is no doubt of the urgent necessity of giving to all who are capable as rich and strenuous intellectual training as they can take. If this necessitates grouping in classes or in schools, such grouping shall be undertaken and the social drawbacks, if any, should be faced courageously." There is no new proposal here. Both sorts of grouping have been tried and abandoned. If we should return to such arrangements it can only be with a realization that we have changed our weightings of the respective values involved.

6. What about the less capable? "We should stop worrying about 'why our high school students quit.' If they are offered abundant intellectual nourishment and if they prove themselves unable or unwilling to profit by it, they should not only be allowed to 'quit,' they should be obliged to withdraw." I am sure many a harrassed teacher has some sympathy for this point of view. I am sure also that we have not yet found the solution to this perplexing problem. I am even more sure, however, that the simple solution of "throw them out" would not be accepted by society nor by teachers in their more sober moments. Dr. Neatby leaves us wondering how to deal with the students she would oblige to withdraw.

7. Finally it is suggested that there should be undertaken a major study covering "a consideration of the whole question of education and of its rela-

*(Continued on Page 43)*

# Usage, Grammar and

HAROLD S. BAKER

**P**RISCIAN was a grammarian. A few years ago the British scholar, J. Y. T. Greig, wrote a book with the intriguing title *Breaking Priscian's Head*, and with the still more intriguing subtitle *English As She Will Be Spoke And Wrote*. In this book the author inveighs against what he terms "that silliest and dwabliest of all the English dialects, Public School Standard." He means, of course, the kind of language that has (with some justice) been designated "schoolmarm English."

Greig is not alone. For decades, scientifically minded linguists on both sides of the Atlantic have been pointing out that *correct* usage is by no means the limited thing that most of us have been taught to believe. Leonard, Marckwardt and Walcott, especially, have shown that a great many expressions condemned by language texts and handbooks are in common use by educated speakers and writers. (Lewis found college teachers of English most liberal of all.) Further, they have shown that many of these expressions are recognized as correct in the Oxford and other reputable dictionaries.

## Usage Facts and Fictions.

"A sentence must not begin with *and*."

"A sentence must not end with a preposition."

"Every sentence must contain both subject and predicate."

These are the merest fictions. *And* is often appropriate at the beginning of a

sentence. A preposition may be a perfectly good word to end a sentence with. Many effective sentences lack subject or predicate. It is true, of course, that children frequently do tend to overuse *and* at the beginnings of sentences or prepositions at the ends, and to confuse their expression by unintentional sentence fragments. But this can hardly justify the manufacture of "rules" that are simply not in line with the facts.

A host of smaller dogmatisms steal our time from valid language learning. There is, for instance, what might be termed the *ly* adverb rule—that all adverbs with adjective roots must have this ending. Regularly, of course, they do. A number of very common adverbs, however, are correct either with or without the *ly* sign: *cheap, deep, right, wrong, first, third, straight, slow*. Strict adherence to the rule leads to monstrosities like the following: *On the morning of the sale, she went straightly to the glove counter and bought a beautiful pair cheaply*.

Further examples of dogmatism are enforced distinctions between words of like meaning, such as *farther* and *further*, *can* and *may*. And these, like the *slow-slowly* business, have been so long and thoroughly talked up by pseudogrammarians that not even the evidence of the Oxford dictionary will convince many of us of their untruth.

Indeed most of the meticulous distinctions urged by purists have lost any sense of "must" at all respectable levels, although they retain a certain currency in restricted circles. *I* instead of *me* after linking verbs ("It is *I*") is no longer general. *Who* instead of *whom*, except after prepositions now serves acceptably as either subject or object. *Shall* as distinguished from *will* for

# Language Learning

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future first persons is, as one linguist puts it, simply "going out of business." And the formula for the use of *shall* and *will* in questions ("Use the same form that you expect in the answer") would, if applied logically, mark the speaker as a virtual eccentric. How many educated people comfortably and spontaneously observe the foregoing distinctions? "Even if you do learn to speak correct English," asked Clarence Darrow, "who are you going to speak it to?"

But if these "rules" are not to be followed rigidly, how did they come to be so regarded? In the answer to this question lies a fascinating story — a kind of 'historical language whodunit.' If we go back to Elizabethan times, we find that there occurred then a most remarkable expansion of thought and expression. Language was used freely for meaning. There were enormous vocabulary increases. Shakespeare himself reached eagerly forth for words — any words — to express his teeming ideas. He was concerned, not with formal correctness, but with vitality and connotative richness. He experimented with language, using when he wished almost any part of speech for any other part of speech if he could thereby gain his effect. With the seventeenth century, however, came a swing to formalism — a critical emphasis, rather than a creative one. Some scholars said in effect, "The time has come to organize, to systematize our usage." So they made rules, not to describe the language, but to fix it in patterns which they themselves approved. Incidentally, since they were scholars, they attempted to make it conform to the syntax of Latin and Greek.

They never succeeded. But their dogmas were highly acceptable to the

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This is the second of a series of three articles on English by Dr. Harold S. Baker of the Faculty of Education, University of Alberta.

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schoolmasters, who as usual were looking for something definite that they could lay on the line. The language "laws" promulgated by Lowth and Murray in the eighteenth century and by others in subsequent periods thus found their way into school textbooks. Robert Pooley calls them "eighteenth century ghosts in twentieth century English."

Many so-called "rules" then are simply statements of the personal preferences of earlier scholars.

Others were once true, but are so no longer. A primary characteristic of language is *change*. Word meanings change. *Pretty* is now respectably used to mean *moderately* or *fairly* (see again the Oxford dictionary) as well as *attractive*. *Naughty* no longer means *depraved*, *vicious*, or *villainous*, as it did at a time when one might properly charge a murderer as being a "naughty, naughty fellow." Word forms and spellings, word patterns and usages change and will continue to change despite the combined effort of purists to fix them in permanent form. Whether we approve or not, the subjunctive is disappearing. *Like* is by way of gaining acceptability as a subordinate conjunction ("He looks *like* he's ill" as well as "He looks *as though* he's ill"). *He don't* and *ain't I?* may one day become respectable. Would such developments be utterly shocking? Are *don't* and *ain't* less euphonious than

(Continued on Page 46)

# Back Up

THE fact that the Alberta curriculum committee now seems to recognize the unit method of teaching social studies as a 'fait accompli' does not necessarily indicate that this method has either the full support or the understanding of Alberta teachers. At the 1953 joint convention of the Hanna, Neutral Hills, Sullivan Lake, Berry Creek and Castor divisional teachers, some feeling was evident that this group had certain reservations concerning the unit method. The objections made to the method were not necessarily based on an outlook which would prefer traditional methods. Most teachers will admit that methods of pedagogy, like any other methods, must change and grow with the needs of the times. We hear too much from a noisy minority which gets the public's ear by magazine articles, radio broadcasts, and the odd book from discarded and irrelevant educational trivia, heaping the blame for the current evils of society upon any educational system which is labelled progressive. This minority seems to suffer collectively from two difficulties—so "much" in the mind, and so little in the pocketbook. They attempt to relieve both conditions at one fell swoop by means of a quixotic (but nonetheless lucrative) literary foray against any system with its "frills" showing. It is hoped that the ideas presented here will be found to spring from a middle ground somewhere between this minority group and the extreme progressive group.

The question at hand is whether or not the unit method of teaching social studies will stand up to the test of everyday use in everyday classrooms. There is some evidence to show that it will not do so. Let us think of the hoped-for outcomes of social studies as a fabric of a more or less permanent nature, a fabric which consists of a *woof* of histori-

Mr. McFetridge is principal of the Castor school. In this article he raises some questions concerning the adequacy of the unit method in teaching Social Studies.

cal facts, and a *warp* of understandings and correlations — realizations that certain constants appear again and again in man's history, each time with much the same result. On his own personal social studies loom, then, each student is expected to turn out a fabric of facts and understandings which he can take into the world with him as an essential and useful background against which to evaluate the problems of citizenship which he must face.

Let us keep the analogy of the loom in mind in evaluating the methods recommended by our Victorian-minded reactionaries. Their concentration would be almost completely on the *woof* of historical factual material. If the *warp* of correlations is to be developed at all, it would be purely by coincidence. No directed effort would be given in order to weave the correlations into the facts. If the student was astute enough to see these himself, well and good. If, on the other hand, the factual material was not reinforced by understandings, his half-cloth of facts would disappear with the first puff of wind that follows the final examination in the subject.

On the other extreme is the group which would concentrate almost wholly on the *warp* of understandings, paying only lip-service to the idea that historical facts should be mastered. This outlook might be illustrated in the following quotation, taken from the current *Social Studies Guide* for Alberta, page 7: "The student should, however, be re-

# Ahead

JOHN D. McFETRIDGE

quired to memorize only those facts which have become significant to him, facts that have been clearly patterned within the framework of the generalizations." Thus the poor student may learn only five historical facts from ancient history in Grade X, and the good student (who, let us say, is twice as good) may learn ten if he chooses, but **neither** must be necessarily required to learn all the facts that would normally be needed for a strong and plentiful *woof*, through which to weave understandings. If it is permissible to use a comparison from history, the *Guide* seems to be suggesting the same nonsense for the intellect as Karl Marx suggested for the national economy in his dictum, "From each according to his ability; to each according to his needs." Economically, it won't work because the good worker ceases to be a good worker when he sees that initiative does not gain any more reward than laziness. There is good reason to believe that the dictum is false in any situation requiring initiative and effort. The unit method, in dropping the requirement that even a reasonable amount of factual material be mastered, is striking directly at the initiative of the good student. A fabric with a weakened *woof* will be of little use to anyone. We must remember that we are dealing with a teen-age group with little or no background in the logical sequence of facts that make up the story of mankind. It is folly to assume that this group will master these facts without organized as-

sistance, and even some little pedagogical coercion.<sup>1</sup> A teacher once told Alexander the Great that there was no royal road to learning. The statement holds true today.

Beginning on page 7, the *Guide* lists the objects of the courses in social studies. They are of interest to this discussion. We find here that it is desirable for the student to have the ability to locate information, to master the processes of studying materials once located, to appraise them, to utilize them. Besides this, he should (states the *Guide*) develop the abilities to take part in committee work, use parliamentary procedure, give oral and written reports, and take part in discussion. No mention is made of the ability to make sound social studies judgments based on a background of facts. Few teachers will quarrel with the idea of teaching children how to cooperate in committees, or use parliamentary procedures. But should concentration on these objectives be so heavy that we sacrifice class time which might go to the development of a factual background? The *Guide* states further (page 16), "Factual learning is not underestimated — it merely appears in a new light." This is lip-service only, for there isn't time in the school year to cover the units as outlined, as well as

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<sup>1</sup> "... although liberty is to be respected in education as much as it is compatible with instruction, and although a very great deal more liberty than is customary can be allowed without loss to instruction, yet it is clear that some departure from complete liberty is unavoidable if children are to be taught anything . . ." Bertrand Russell, from "Why Men Fight," Century Company, 1917.

# Techniques of Guidance

J. C. WOODSWORTH, Faculty of Education, Calgary, and S. C. T. CLARKE, Faculty of Education, Edmonton.

**S**OONER or later high school students all face these questions: What can I do? What do I want to do? What will the world pay me to do? The maximally effective answer to all three is the best vocational guidance. Technically, the questions deal with ability, interest and occupations.

## Academic Ability

As already mentioned in the third article of this series, individual intelligence tests give the best measure of academic ability. As a second best, certain group tests which give, as well as an I.Q., a profile of mental abilities, are more useful for guidance purposes than those which give only an I.Q. The S.R.A. Primary Mental Abilities Test ages 11-17 is a good example. Such abilities as verbal meaning, verbal fluency, space, numerical, and reasoning are measured. Their vocational implications are described in the test manual. The interpretation of such test results must always be done in relation to the inaccuracy of measurement, in relation to what the person *can* do, not what he will do, and in relation to other factors such as hard work, methods of work, motivation, and personality. It is generally agreed that a better single index of success in university than intelligence test scores is Grade XII performance, since it includes all these factors. However, the counsellor must recognize that past habits of performance can change.

## Other Abilities

The measurement of mechanical and clerical abilities has proven, on the whole, to be a disappointing field. As before, negative prediction is possible.

The best tests in this area include: *Differential Aptitude Test* "Space Relations."

*Revised Minnesota Paper Form Board*, *O'Rourke Mechanical Aptitude Test*.

*Minnesota Clerical Test* (formerly *Minnesota Vocational Test for Clerical Workers*.)

*O'Rourke Clerical Aptitude Test*.

*Differential Aptitude Test* "Clerical Speed and Accuracy."

## Interests

The most widely used interest test is the Kuder Preference Record form C.H. This gives areas of interest, two of which (musical and artistic) are practically non-vocational. The student who takes this test is likely to slip away from the directions and start considering his abilities and opportunities as he expresses his preferences, instead of just his preferences. Special emphasis on the instructions may prevent this. It is good practice to give the student his own interest test to score and to profile, and the manual for selecting likely occupations. The counsellor can obtain several manuals by sending for specimen kits. It must be emphasized to students that these are his *interests*, not necessarily his abilities.

## Occupations

The development of a library of occupational information should start early. The Guidance Branch of the Department of Education stands ready to help in this. The Ontario Vocational Guidance Centre (University of Toronto) has an inexpensive mailing service.

More direct and personalized information  
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# **Canadian Government Overseas Award**

Your attention is directed to the Canadian Government Overseas Awards in the arts, letters, and sciences, administered by the Royal Society of Canada. The awards for 1954-55 are tenable in France and The Netherlands and are of two kinds:

1. Fellowships—having a value of \$4,000 for one year, for advanced work and study in the arts, humanities, social sciences, and professions. Candidates must be Canadian citizens over thirty years of age, and must already have achieved distinction in their art or profession.
2. Scholarships—having a value of \$2,000 for one year, for advanced students in the arts, humanities, social sciences, and sciences. Candidates must be Canadian citizens and must normally have received an M.A. degree or its equivalent from a university of recognized standing, and must have the prerequisites necessary for the course

of study they propose to pursue. The purpose of the scholarships is to enable them to continue their studies and work towards a higher degree. A limited number of awards may be made to students of the creative arts who are without these academic qualifications, but who wish to secure further training in their art.

Applications—made on the approved form obtainable from the **Awards Committee, The Royal Society of Canada, National Research Building, Ottawa 2, must be received by the Committee not later than March 15, 1954.**

Travel Grants—Tourist ocean fare will be provided from the port of embarkation in North America and rail fare from the point of landing to the destination in Europe. Two-thirds of this total amount will be allowed towards the travel expenses of wives who accompany their husbands; no travel expenses will be granted for children.

## **By-Law No. 1 of 1948**

Presently amended sections of the By-law now read as follows:

- 9 (c)(iv) (In cases where the amount of pension will so permit) a pension payable for the life of the teacher, the payments of which will be decreased on and after seventy years of age by the amount of the Old Age Security Allowance which he will prospectively be entitled to on attaining seventy years of age; the payments of pension between the ages of sixty-five and seventy years being increased accordingly.
- 11 (a) Any teacher who  
(i) has completed not less than ten

years of teaching service in Alberta (but in respect of teaching service prior to the 31st day of March, 1939, only that period of service the continuity of which has not been broken by absences in excess of twelve consecutive months), and  
(ii) who retires from such service by reason of mental or physical disability or other cause incapacitating him from gainful employment, may in the discretion of the Board be granted a pension out of the Fund in such amount not exceeding a normal pension and payable for such period as

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# List of Voters

## Election of Executive Council

### Alberta Teachers' Association

A list of the members of the Alberta Teachers' Association as registered in the ATA office at January 31, 1954, is given on pages 16 to 32, inclusive.

Please see if your name is listed. If your name is not listed, notify the general secretary.

#### —A—

Phyllis T. Arrobo; Gertrude Aaserude; Joy G. Aaserud; John Leo Aaserud; May Abel; John Aberle; Sheila M. Abrams; John W. Achtymichuk; Edith Adair; Girvin W. Adair; William A. Adair; David C. Adams; Ellen B. Adams; Glenda M. Adams; Harriet Elizabeth Adams; Jean Emily Adams; Jenna Adams Lyle B. Adams; Rosemarie Adams; Nancy M. Adamson; Louise Adolph; M. E. Agnew; Audrey P. Airlie; Howard D. Aitken; Marlon M. Aitken; Louise Akers; Myrtle E. Akre; Ken E. Alackson; May Albiston; Mabel L. Albrecht; Robert E. Albrecht; Ulrich A. Albrecht; Lyla M. Albright; Anne C. Albus; Isobel Alcorn; Mabel Alder; Evelyn S. Aldous; James H. Aldrich; Alfred Aldridge; Betty R. Aldridge; Mary Aldridge; Agnes T. Alexander; Gerald M. Alexander; Hazel Alexander; Jessie Alexander; Marjorie C. Alexander; William A. Alexander; Verna Alger; A. E. Allan; Max G. Allan; Merle Allan; Pearl Allan; William K. Allan; Ada M. Allard; Arthur Allen; Charles E. Allen; Charles M. Allen; Clayton W. Allen; Doris M. Allen; Horace Allen; Jack W. Allen; Janet B. R. Allen; Kenneth E. Allen; Lois Allen; Marjorie B. Allen.

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—P—

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Pachoika; Beatrice Pack; Frank C. Paege; David H. Paetkau; John Paetkau; Frank Page; Maude Page; Val J. Pailer; Douglas Pakenham; Evelyn Palechek; Leonard C. Pallesen; Geneva Palmer; Geraldine Palmer; Mary P. Palmer; Mona R. Palmer; Olga Palmer; Ralph Palmer; Kathryn Palsky; Anne Palynchuk; H. Edward Panabaker; Natalia Panylyk; Richard W. Papworth; Joan Paradis; Marie Paradis; Jeanne Paradis; Helen Parakin; Iris L. Parcels; A. A. Pardell; Claire M. Parent; Gladys L. Park; Hazel Clara Park; Ethyle Parken; Arthur B. Parker Frederick L. Parker; Hildred Parker; Margaret M. Parker; Marjorie Parker; Wilson Parker Lenora Park; Harry G. Parkinson; Hazel C. A. Parkinson; Myrtle Parkinson; Ethel P. Parks; James H. Parks; Marion L. Paris; Bessie L. Parker; Lily Park; M. C. Park; Hannah M. Parker; William W. Parker; Edna Parker-Nordon; Donnie Parnall; Shirley H. Parke; Marion E. Parks; Greta Parlee; Laura Parham; Audrey A. Parr; Leslie J. Parry; R. S. Parry; Thomas M. Parry.

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Mary Petruk; Mike Petruk; Cecilia Petrussek; Evelyn A. Petrunia; Harry Petryshen; James A. Pettapiece; Joyce D. Petterson; Russell Petterson; Ralph G. Pettibone; M. Pfeffer; L. D. Pfeifer; Max Pharis; Freda Phillip; Claire S. Phillips; Eleanor W. Phillips; June J. Phillips; Margaret I. Phillips; Wendell E. Phillips; Joan Phipps; Raymond B. Phipps; Wilma L. Phipps; Andre R. Piard; Joseph L. Picard; Helen D. Pich; David C. Pickard; Leona Pickard; Norman J. Pickard; Dorothy R. Pickering; Mearl N. Pickett; Ella Pidcock; Mildred Pidgeon; Helen L. Pierce; Ivy D. Pierson; Reta G. Pierson; Eva Pierzchala; Belva Pilling; Doris Pilling; Wilmer R. Pilling; A. Pillings; George Pillott; D. W. Pimm; Paul Piquette; Helen Piscia; Elva Pitcher; Edwin L. Pitt; Elaine P. Pitt; Germaine Pittman; Nancy F. Pitts; Roman Piwowar; Eleanor Plachner; Johanne C. Plachner; Kathleen Plain; Joseph F. Plante; Iola Platt; Winnifred Playfair; Violet Plester; Harvard I. Poltkin; R. J. Plupek; Anne Podealuk; Dmetro Podealuk; Elias Podealuk;

Lean Podealuk; Marion Podealuk; Mirsil Podealuk; Michael E. Podmoroff; Helen E. Pogmore.

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Richard C. Quail; Caroline Queen; Therese I. Quesnel; Catherine Quigg; Dorothy Quigg; Margaret J. Quigg; Catherine Quinlan; Pat J. Quinlan; Kathryn C. Quinn; Mary E. Quinn; Ronald R. Quinn; Joe Quintillo; Freida Quinton.

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Ralph Sabey; Victoria Sabrowsky; C. M. Saby; Doris B. Saby; William Sachko; Geo. J. Sackman; Eugene Sadoway; Tillie Sadoway; Carl Safran;

Walter P. Sagansky; Walter D. M. Sage; Lawre A. Sagert; Agnes M. Sailor; Frederic D. Sam Frank Sakatch; W. A. Sakowsky; Mary C. Sam Loretta M. Salter; Emma Sampert; Joyce Sampert; Margaret M. Sampert; Nick Samoil; Richard Samoil; R. Sampsel; Marguerite I. Samuel; R. V. Sande; John S. Sandcock; Gordon A. Sande Mary M. Sanderson; Theoline Sanderson; Sam Sandman; Phyllis Ann Sandul; Grace M. Sandi Cecil H. Sangster; J. C. Sangster; Miriam Santa; Anne V. Sapeta; Diane F. Sarich; Jose C. Sarnecki; Joyce Sartarius; Alex Sarul; Jen N. Saruk; E. J. Saterius; Grace Sather; Lila Sather; Olive S. Sather; Enid Sauder; Ronald Sauder; A. M. Saunders; Margaret J. Saunders; Raymond F. Saunders; Ruth Saunders.

Frances B. M. Savage; Nellie Savill; Je Saville; Mary Savitsky; Yvonne Savoy; Chie C. Sawada; Sophie Sawaka; Edith T. Sawchuk; Emily Sawchuk; Homer E. Sawchuk; Jenie Sawchuk; John M. Sawchuk; Josephine Sawchuk; Michael Sawchuk; Peter Sawchuk; Theodore Sawchuk; T. J. Sawchuk; William Sawchuk; M. Sawchuk; Stanley W. Sawicki; Edna B. Sawka; Emma Sawka; K. Sawka; Michael Sawka; Angus G. Scarlett; H. Helen Scarr; Sophie Schab; Marjorie M. Schafer; Marie Elizabeth Schamehorn; Francis A. Schappy; R. A. Schafele; Andrew Schaufert; E. Scheerschmid; Ruth J. Schellenberg; Siams L. Schetztsle; Ruby Scherman; Maline R. Schindel; Allan S. Schindel; Loela D. Schirrmacher; Jennie Schlosser; V. Schmalzbauer; Lydia Schmid; Elsa V. Schmidt; Gertrude Schmidt; Theodore H. Schmidt; Melene E. Schnee; Allan E. Schneider; Blanche Schneider; Dorothy M. Schneider; Eva O. Schneider; Francis A. Schneider; Kathleen Schneider; Lydia Schneider; Reinhold Schneider; Erika Schnell; Gloria J. Schoenau; Mary Schoenrood; Joyce Schofield; M. E. Schofield.

Joseph H. Schommer; Marie A. Schommer; Clara Schoonekamp; Benjamin Schrader; Shilte J. Schrader; Walter W. Schram; Margaret Schramm; G. J. Schula; Herfried Scher; Joy Schmitz; Phyllis Schuler.

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field; Joe K. Sherbanuk; Emma B. Sheils; Iona Sheils; M. Shelenko; Clifford E. Shelton; Nancy Shemluk; Grace C. Shepherd; Regina E. Shepetys; Norma Sherbach; E. Sherreff; Chris Sherbank; Virginia I. Sherburne.

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Helen Soroka; Irene Sorri; Joe Sosnowsky; Michael Sosulski; Elmer B. Souch; Joseph Souchuk; J. J. Souter; Percy Southern; Stella Soverby; Roy Spacinsky; Florence Spak; George Spak; Janet Spalding; E. Spaner; Bernard Spanner; Isabel M. Sparks; Kenneth W. Sparks; Charles W. Sparling; F. Spasiuk; Metro Spasiuk; Stanley W. Sparvold; Zilla Spears; Rita E. Speers; Doreen E. Spence; Helen Spence; Ivy Spence; Marjorie A. Spence; Mildred Spence; Elizabeth Spencer; George A. Spencer; Magdalena Sperzel; C. Spicer; Andrew Spila; Cornelia A. Spilde; Ellen M. Spilde; R. A. Spillars; Nick Spillios; Ann M. Spornitz; Donovan Spreiter; Clare Sproul; Albert F. Sproule; Mary E. Sproule; Edith M. Sprung; Frieda Staal; George Staal; L. Ella Staal; Steven W. Stacey; Isabel H. Stadelbauer; Amy K. Stafford; Flora N. Stafford; Georgina T. Stagg; Sheila M. Stagg; Catherine Stambaugh; Harley E. Stamm; R. M. Standal; Lila Stanford; Clara Bernice Stange; Albert Stanik; I. K. Stanley; Maureen M. Stannard; L. D. Staples; L. V. Staples; Marion A. Staples; Norma Staples; Richard F. Staples; Ruth Staples; Margaret Staples; Helen C. Starling.

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*The amazing thing about many critics of public education is that few even bother to step into a classroom before they go to print.*

## President's Column



"Official business is transacted only through properly designated officials." In schools of more than one room there must be a designated head. Any matters relating to this school should be cleared through the principal. A school, like a business, constitutes a unit. Great danger to student morale, organization of classes, and development of the learning process can result if more than one official avenue is used. The principal must have a complete picture of the operation of his school in order to discuss intelligently all matters affecting students and their parents.

The trustees and superintendent also should expect that all activities relating to the school are carried on with the approval of the principal. Close liaison between teachers and administration is imperative if this is to be effective. Staff meetings, discussions with free expression of opinion, careful planning and co-ordination are therefore necessary.

In a previous column stress was placed on the right of a teacher to be present

if the question of his actions in the school is under review. Of equal importance is the right of the principal to expect a teacher to report to either parents or school authorities with the principal's full knowledge and co-operation. No more chaotic situation can be imagined than one where individual teachers report official school matters directly without the principal's knowledge.

Let us next examine the business of contracts. Most of the discipline cases brought before the discipline committee of the Alberta Teachers' Association have involved contracts. This affects two parties. Teachers should be aware of their contractual obligations and should rigidly observe them. Very often disputes arise due to faulty knowledge. The terms and conditions for entering into a contract and for its termination are clearly set forth in *The School Act*. Neither board nor teacher may give notice of termination of contract effective in any month except July until the Minister's consent has been obtained. A board may terminate a teacher's contract effective in July by giving notice on or before the preceding fifteenth day of June. Such termination may, however, be appealed by a teacher and be referred to a Board of Reference. A teacher may terminate his contract effective in August by giving notice on or before the preceding fifteenth day of July. Contracts may, of course, be terminated by mutual consent.

To avoid areas of dispute it is wise to check carefully into the conditions under which a contract is accepted and the conditions for legal termination by either party.



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# Official Bulletin, Department of Education

## Commercial Certification

Two courses in typewriting and two in shorthand, which lead to junior and senior certification in these subjects, are now available in the Faculty of Education. These courses are: Education 246 and 346—Typewriting, and Education 248 and 348—Shorthand. While these courses will lead to certification in typewriting and shorthand, they cannot be presented for degree credit except by B.Ed. students in the secondary route who have formally elected a major or a minor in commercial subjects. Not more than one course in typewriting and one in shorthand may be presented for degree credit.

These courses, along with Education 350 (formerly Education 248) — Office Practice, Accounting 1 and 52, and Commercial Law 41, now make it possible for teachers to secure complete certification in commercial subjects within the University.

The following courses will be offered in the 1954 Summer Session: Education 246 and 346 (Typewriting), Education 248 (Shorthand), and Accounting 52. Further details about these courses will be found in the Summer Session Announcement.

## Special Tests Leading to Commercial Certification

For the time being, teachers who do not wish to take advantage of the courses mentioned above may continue to qualify for Junior and Senior Certificates in Bookkeeping, Shorthand, and Typewriting by successfully passing special commercial tests administered by the Faculty of Education. Further information about these tests may be obtained from the Summer Session Announcement, the Faculty of Education Calendar, or the Registrar, University of Alberta.

## Changes of Supervisory Staff Announced

Please note the following staff changes that will be effective in every case not later than February 1, 1954.

Mr. N. M. Purvis, now of Lamont School Division No. 18, will become the Superintendent of Taber School Division No. 6, replacing Mr. S. A. Earl, who becomes the Co-ordinator of Teacher Education. Mr. W. H. Worth, who has been Superintendent at Large, will become the Superintendent of Acadia School Division No. 8, replacing Mr. M. M. Holman. (Mr. Worth will be in charge of

Neutral Hills School Division No. 16 as well as of Acadia.) Mr. Holman is taking over the position of Superintendent of Wheatland School Division No. 40 and will be living in Strathmore.

Mr. J. H. Blockside has been appointed to Lamont School Division No. 18. Mr. C. G. Merkley, now of Athabasca School Division No. 42, will become Superintendent of St. Mary's River School Division No. 2, replacing Mr. L. A. Broughton. Mr. M. G. Gault, who has been acting as a Superintendent at Large

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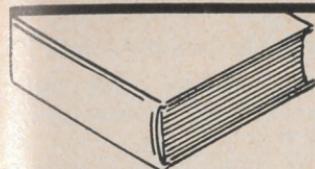
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We are in the process of taking an inventory of the library and classifying all books. This work is necessary to prepare for publication of a new library catalogue.

While the work is nearly complete, it will be necessary to suspend sending books out for a short period until all outstanding books and book packages have been returned and classified. All current and future requests received will be honoured as soon as possible following completion of the reclassification.

## Book Reviews

### Aventures.

George A. Klinck, *Ryerson Press*, Toronto, \$1.25.

This is a selection of French short stories, excerpts, and poems. Crossword puzzles and a list of synonyms and antonyms supplement a sketchy vocabulary list.

### Yearbook of Education.

Hans and Louwers, *British Book Service (Canada) Limited*, 1068 Broadview Avenue, Toronto 6, pp. 587, \$10.75.

A survey of the social and economic status of teachers in many countries. The book is a series of articles contributed by outstanding educationists in all parts of the world. Views are expressed concerning adequacy of salaries, recruitment and training of teachers, and the retention of good teachers. Some predictions are ventured covering the changing status of the teaching profession as the different societies evolve.

### Modern Short Plays.

*Book Society of Canada*, Toronto, pp. 252, \$2.40.

This is a collection of fourteen plays stressing dialogue and characterization rather than action.

### Growing Up Healthily.

Charters et al, *Macmillan Company of Canada Limited*, Toronto, pp. 293, \$2.00.

Revised 1953 edition. This is a good reference book for children and for teachers of Grades 6 - 8. Illustrations are relevant and subject matter is carefully chosen. Units 1 and 3 are expanded and Units 6 and 8 are added.

### Twentieth Century Canadian Poetry.

Birney, *Ryerson Press*, Toronto, pp. 162, \$4.00.

A wide sampling of Canadian poetry. Dr. Birney, the editor, is one of our most distinguished contemporary poets. Teen-age students are helped with notes. This is an excellent addition to the teacher's library.

### Canada.

Careless, *Macmillan Company of Canada Limited*, Toronto, pp. 415, \$2.15.

This is Book II of the British Commonwealth series. Book I dealt with the general history of the Commonwealth. Books III, IV, and V will deal with the histories of Australia, New Zealand, and South Africa.

Book II deals with the emergence of Canada as a nation. It surveys the pressures and promises of Canadian geography. The tone of the book indicates

surprise and satisfaction with the achievement of a Canadian national entity in so short a time and in the face of so great difficulties.

#### To Have And To Hold.

Johnston, *Longmans, Green and Company*, Toronto, pp. 170, \$1.90.

An interesting historical story adapted from the original by Kotymeyer. This should be an excellent addition to the Junior-Senior library.

#### It's Fun To Cook.

DeLeeuw, *Macmillan Company of Canada Limited*, Toronto, pp. 188, \$3.25.

A cookbook for teen-agers. The book is full of ideas and suggestions for tasty recipes. If you want to prepare something different for the "gang," *It's Fun To Cook* will give you some appetizing menus.

#### Better Reading.

Gainsburg and Spector, *Book Society of Canada*, Toronto, pp. 288, \$1.85.

Deals with the development of reading skills. Might serve well as a review for junior high school students. Two sections "Reading to Remember" and "Reading with a Purpose" are well done.

#### Professor Brendal's Secret.

Masters, *Macmillan Company of Canada Limited*, Toronto, pp. 170, 90c.

Free reading for Grades 5 or 6. The story is centred on the theme of exploration. Full of suspense and adventure.

#### With Wolfe In Canada.

Henty, *Ryerson Press*, Toronto, 75c.

Suitability of this book as reference material cuts across elementary and junior high age levels. The first five chapters are very interesting reading for elementary pupils.

#### Books Received:

##### Friends Far and Near.

McVeety and MacMillan, *School Aids and Text Book Publishing Company Limited*, Regina, pp. 233.

Grades 3 and 4 Social Studies Source book.

#### Mathematics for Canadians, Book 10.

Bowers, Miller, Rourke, and Wallace, *Macmillan Company of Canada Limited*, Toronto, \$2.20.

A Grade 10 textbook designed to follow the Grade 9 text by the same authors.

#### Mathematics for Canadians, Book 11.

Bowers, Miller, Rourke, and Wallace, *Macmillan Company of Canada Limited*, Toronto, \$2.30.

#### Using High School Arithmetic.

Buck and Campbell, *School Aids and Text Book Publishing Company Limited*, Regina, pp. 366, \$2.50.

#### Nuki.

Houston, *Longmans, Green and Company*, Toronto, pp. 151, \$3.25.

An Eskimo story.

#### Audio-Visual Materials

*Education Production Limited*, Yorkshire, England.

##### Air Age Maps.

Asimuthal Equidistant Projection, \$2.50.

##### The Monarchy.

Four charts showing background and history, \$2.10.

##### The Caribbean.

Set of charts, 98c.

#### Pamphlets:

*Science Research Associates Incorporated*, 57 West Grand Avenue, Chicago 10, Illinois, U.S.A., 40c.

##### How Children Grow and Develop.

Olson and Lewellen.

##### Study Your Way Through School.

Gerken.

##### Citizenship for Boys and Girls.

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# Glass Houses

From CEA Newsletter

T has become a cliche to say that public awareness of and interest in our educational systems is both necessary and desirable. Unfortunately this interest, which is undoubtedly continuous and genuine in some quarters, tends to become generally evident only when aroused to indignation by some "revelation" of alleged mismanagement, inefficiency, or shortcoming on the part of those who perform the tasks of education from day to day and year to year.

Vague and all-inclusive condemnations of our school systems have become the mode, in the manner of the man who "praises, with enthusiastic tone, all centuries but this and every country but his own." Startling criticism, based on isolated statements of opinion, often biased or uninformed, has more news value than honest evaluation. Yet educationists cannot be satisfied with the explanation that the current wave of criticism is mere headline hunting. This would be to adopt the very illogical method of generalization which we are condemning. The printed comments are to a large degree a reflection of public opinion, a public opinion that is divided and uncertain as to what it wants the schools to accomplish and, therefore, illogical in its criticism of the way in which children are being educated.

Some guide to the significance of this educational climate may be found in a recent article by Dean H. E. Smith of the University of Alberta, Faculty of Education, published in *The ATA Magazine* for December. Dean Smith uses the term *imperfect* to describe the high schools of his province. This word is, we believe, chosen advisably, for it means neither entirely bad nor entirely

good; it does imply certain shortcomings which, if honestly recognized and defined, may be remedied or cut out without revising the entire system.

Further, Dean Smith points out that "these imperfections [should] not be charged to the schools, but instead to society at large." Thus, the "over-stuffed curricula," which are the subject of so much public attack at present, have been forced upon the schools by the public at a time when industrial changes have invalidated Victorian education before a satisfactory substitute has been evolved. "The public has made demands and is still making demands. And who knows the answer? . . . Let the public decide what it wants, and the schools will respond." Similarly, Dean Smith describes the "other major imperfection" in our school systems, "the breakdown of school discipline," not as the result of laxity on the part of teachers or administrators but as one manifestation of the "soft psychology" which "has invaded all aspects of modern life. . . . Law courts from the top down must recognize the offender along with his offence. Psychiatrists are engaged to explain his motives. Gaols and penitentiaries cater to the whims of their clients. Employers treat employees almost as human beings, bargain with them, and live in terror of their labour weapons. Parents strive to mollify and placate their children and are ruled by them. . . . What started as a protest against the inhumanity and brutality of the nineteenth century has mushroomed into a reaction swinging perhaps much too far in the opposite direction. But this pendulum swings of its own accord. . . .

(Continued on Page 50)

# HELP FOR YOUR FIGHT TO PREVENT THE SPREAD OF COLDS

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School or Organization.....

Street.....

City..... Province.....

Also please send me the free set of six posters highlighting important points of the film. (Large organizations may require more than one set. Check or fill in the number of sets needed.)



## Letters

Toronto,  
January 22, 1954

To the Editor:

Our advertisement, offering teaching material to schools, appeared in your January issue. There has been a good response to this advertisement, but, unfortunately, the name and address of the school has been omitted in some cases. We have endeavoured to overcome this by sending the material requested to schools where the postmark on the envelope was legible, but this has not been possible in all cases and we regret that we have been unable to fill all the orders received.

May we suggest that any teacher, who has already ordered but not yet received the material requested, write to: The Secretary, The Canadian Bank of Commerce, Head Office, Toronto.

Thank you for your cooperation in this matter.

Yours very truly,  
B. E. LANGFELDT,  
Manager, Advertising Department,  
The Canadian Bank of Commerce.

Edmonton,  
January 27, 1954

To the Editor:

The Department has been much distressed, as have teachers in the schools, over the unavailability of the book *Nos Voisins Francais*, the text for French 20. This is a new course with a new text.

This book seemed to the selection committee to be the most suitable of those examined. The publishers, however, were in the process of revising it and expected to have the revision ready

for the year 1954-55. Under these circumstances it seemed unwise for the School Book Branch to stock heavily, since, although the book can continue to be used, most teachers will prefer the revised edition.

The provincial enrolment figures for French for 1952-53 had been: French 3, 1,566; French 2, 3,103; French 1, 5,355.

In view of the fact that French 20 is designed to meet the needs of students planning to enter university it was expected that the enrolment would be in the vicinity of the 3,103, probably a little greater. To provide what was deemed to be an adequate margin the School Book Branch had on hand prior to September 1, 4,200 copies, a margin of about one-third.

This supply became exhausted early in September. Unfortunately, large numbers of orders do not come in until after school opens, which makes it difficult for the Manager to know his demand. Supplementary orders of 300 and 762 were received and distributed prior to November 16, making a total of 5,262. Further orders of 1,150 copies went forward to the publishers but could not be supplied in Canada and had to be obtained from Britain where the book is produced. These books have now been received but much later than the date promised by the publisher.

We are still at a loss to understand the seemingly abnormal demand which has substantially exceeded the total Grade X enrolment in French of the previous year.

The Department is very conscious of the difficulties resulting from this situation. By way of being of some assistance to us we would urge principals to do whatever they can to have orders placed with the School Book Branch during August. This will help the Manager to estimate his demand earlier and place supplementary orders, where, through error in estimation, a shortage appears.

Yours very truly,  
W. H. SWIFT,  
Deputy Minister,  
Department of Education.

## Pendulum or Synthesis

(Continued from Page 9)

tion to the past and to the future of society" and to produce "a clear and precise statement of a Canadian philosophy of education." That in my view is a tall order. I don't think it can be done in any valid sense. The substance defies research. The results would represent only some sort of group view and if broadly enough based could only be in final form so diluted with so many shades of opinion as to be valueless. The philosophers of the ages have not produced the universally accepted philosophy and I should doubt very much that a royal commission could do so.

These proposals in my opinion provide a very weak conclusion to the several chapters of devastating material which precede. They give very little help to those who are face to face with the actual task of organizing and implementing a school program. When they are not vague they are of the pendulum swing type and contribute nothing of a creative or forward looking nature.

As indicated earlier, it is quite impossible to deal in any adequate manner with this book in a short article. Almost every page invites comment, whether agreement, explanation, rebuttal or extension.

One must be careful not to praise or condemn education as currently conducted in Canada en masse. It varies from province to province, from grade to grade, from school to school, and in every conceivable respect.

Nevertheless, it may perhaps be said:

1. That in some degree theory and enthusiasm have outrun practice and practicability in instituting changes.
2. That there have been instances of verbosity and unnecessarily professionalized vocabulary in educational writings. I think this is true of most professions when writing formally.
3. That there have been cases of undue acceptance of the new because it is new.

The reverse is, of course, equally to be avoided.

4. That there has been some superficiality through failure to understand underlying purposes, resulting in form or motion without substance. Many enterprises have been so conducted.
5. That there has been some poor discipline or control through lack of judgment. There has always been poor discipline in some classrooms through lack of teacher competence and for other reasons. Here I may add that to the best of my knowledge it has never been accepted in this province that the pupils should control the school nor that the school program should abdicate to their interests, though within the bounds of feasibility and good judgment self- and group-discipline and motivation through intrinsic interest are encouraged.

I wish now to turn to a few further matters dealt with by Dr. Neatby and to make some observations respecting them.

There is a chapter on "Experts in Education." These are alleged to be the persons chiefly responsible for the present state of the schools. Insofar as this may be true I think their influence is not so much through the application of expertness in the sense which I understand Dr. Neatby to mean it, but rather through their participation in group and committee work where they bring to bear their best judgments on the problems before them. Collectively they are criticized for having taken their post-graduate training chiefly in the United States and of having pursued studies in education rather than in some other discipline, such as history or philosophy. This she believes has led them to abandon traditional patterns.

I may say that I personally would welcome a larger number of our people going to Britain for training. The reason for their not doing so is primarily that of expense, not of educational philoso-

phy. Most of our people in education are of limited means, and among the men at least, may have family responsibilities when the time for such study arrives. They can manage summer sessions or, on occasion, a year across the line, but the expense of going to Britain is prohibitive. I think I can say with confidence that every Department and University in Canada would welcome more persons trained in Britain. That would not guarantee traditional viewpoints. Britain too is experiencing its antithesis. A recent news item reported public demand for comprehensive (composite) secondary schools and their imminent establishment, and indicated public opposition to the sort of segregation I judge Dr. Neatby would advocate. You cannot set back nor ignore social change, nor can you set aside public opinion. I recently read a summary symposium on education in Germany. I could only conclude that highly modern notions had swept into, or arisen in that country.

Respecting the type of training for teachers I would agree that good doses of culture, of liberal education, are much to be desired. We may need a form of synthesis in this specific matter. Partly, again, it is a question of time and expense, but there is much of real value in education courses, though here too enthusiasm and poor judgment may have led us into some unproductive paths. These will be adjusted I am sure. The perpetual complaint of school superintendents is, however, that new teachers lack technical competence.

In the matter of training and background of the so-called experts I am impressed by an historical fact concerning this province. The antithetical doctrines of which I have spoken achieved their pinnacle of promotion and official support in this province during the years 1935 to 1940. It was during that period that the enterprise came into our elementary schools and the high school program was reorganized on the credit, option, and general diploma basis. And

who were the zealots in these matters? Were they the "bright young men" trained in Education? Those who were about in those days will recall that the dominant personalities were Dr. H. C. Newland and Dr. Donald A. Dickie. The former was a scholar in mathematics and the classics, of very high intelligence, trained also in law. The latter took post-graduate training in English in Britain. True, Dr. Newland subsequently took a degree in educational psychology but this followed and did not cause his conversion. This may prove little, only that as far as this province is concerned the revolution was not brought on by experts as defined by Dr. Neatby but by persons of traditional background.

Dr. Neatby says at one point, referring to educationists, that "it is difficult to believe they will ever be persuaded to emerge and manoeuvre in the open field." This I find difficult to understand. I can speak only with authority for Alberta, but I have reason to believe that things are not done very differently elsewhere. It is true that by law the Minister, with or without the advice of his officers, but always subject to government policy, may direct what shall be done in the field of curriculum. In the main, however, boards and committees do the work and they are broadly based within the limits of efficient and economical operation. Let me illustrate. The recent changes in the high school program, affecting matriculation requirements at the university, grew out of three years' discussions of a committee of fourteen—seven from the University, three from the Department, one each from the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Federation of Home and School Associations, and a city superintendent. Each representative was free to consult his principals as much as he wished. The final result was accepted by the Minister and the President. That is as far as I can see open manoeuvering.

Dr. Neatby discusses the attitude of teachers towards the educational programs of Canadian schools. She implies that despite rather general official organizational support of the current situation there is a strong undercurrent of opposition and dissatisfaction.

Officially the Alberta Teachers' Association, as far as I am aware, has taken no philosophical or ideological stand respecting pedagogical matters. It may be observed, however, that over many years, completely on its own initiative, it has brought several convention speakers each fall, chiefly from the United States, the majority of whom could scarcely be termed traditional in their outlook.

From time to time, though infrequently, letters appear in the press, ostensibly from teachers though seldom identified by name, setting forth some criticism. We in the Department very rarely receive a letter from a teacher discussing educational content or practice. Unfortunately, too, some of the letters that are written are in a bombastic or emotional style not conducive to sympathetic consideration. The De-

partment welcomes reasoned statements from groups or individuals. It may not be possible to act upon them specifically but they all serve to contribute to a better understanding by us of what goes on in the schools, and the effectiveness and feasibility of particular progress.

I would have to conclude these particular observations by saying that the Department has no awareness of any widespread dissatisfaction among teachers with our present curriculum.

The views I have expressed are my own. There is no official or authorized version in these matters, though it is necessary for practical reasons to commit the composite views of those involved to print from time to time. Curriculum work is continuous and, like the cosmos of Heraclitus, always in a state of flux. For the next decade or so my best judgment is that we shall be seeking a synthesis of the old and the new.



*Frankly, Mrs. Allen, I enjoy having you as a teacher all day, but isn't this baby sitting a little too much?*

— Les Landin from CTA Journal

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(Continued from Page 11)

doesn't and amn't? And would the change be any more revolutionary than thousands of others that we have accepted: from *thou dost* to *you do*, for example, and from *he doth* to *he does*. As for Greig's, *English As She Will Be Spoke And Wrote* — even now (or yet) we sometimes dignify neuter words with gender, and it is but a step from *spoken* to *spoke*, from *written* to *wrote*.

In short, it is unrealistic to think of "rules" or "laws" of language as principles which govern its behaviour. If, as Leonard points out, either of these terms is strictly applicable to language at all, its sense is more nearly akin to that of a *physical* law — which does not and cannot govern the behaviour of matter, but simply describes it. If matter ceases to behave as the law says it does, the "law" is inaccurate and must be changed.

From the linguist's point of view, grammar is *descriptive*, not *prescriptive*. The validation of this point of view lies in the very fact that language itself cannot be dictated to. Nor can its users. Decades and even centuries of pedagogical pounding have not sufficed to establish the *shall-will* distinction in the automatic speech patterns of a majority of cultivated users of the language, though the doggedness of the effort has given it a kind of standing.

What, then, of usage standards? The scientific linguist has often been charged with a lack of concern for standards, or with an intent to discard standards. There has even been the implication that he is bent on destroying not only our language standards but, in some subtle and vicious way, our moral standards as well.

This is both amusing and untrue. As an objective student of language the linguist is essentially concerned with usage standards, not so much in the sense of

"right" and "wrong" (for language as such is neither moral nor immoral) but in the sense of "acceptable" or "not acceptable." Correct usage is pre-eminently a social requirement. Our reason for teaching it in schools is not primarily that of clear communication, but of respectability.

It is a happy thing for us all that society gives us some leeway in this matter of respectability. In our language, as in our dress and general behaviour, we often have socially approved choices. There are alternatives of *level*; that is, choices in terms of the circumstances under which we are communicating. The language patterns of intelligent and cultured users of our language do differ from time to time and from place to place. Their speaking is not the same as their writing, and their expression on the lecture platform is not the same as it is in the living room or at the football game. More and more in our century informal English has come to be acceptable at virtually any social or business level. But sensitivity to situations admitting or requiring different usage levels is itself an important language learning. Teachers who insist that their students invariably "talk like a book" are not contributing to "high standards."

In addition to alternatives of level, there are alternatives of *genuinely divided usage*. We have seen that usage standards change — often more rapidly than those of us who teach English are prepared to admit. We may wish, as individuals, to retain in our own speech some of the disappearing uses of the subjunctive, to observe all the formulae for *shall* and *will*, to distinguish rigidly between *further* and *farther*. This is our privilege. But it is neither our privilege nor our responsibility to insist that our students do likewise when alternatives exist. To do so is both unscholarly and

unfair. It makes of our job not "teaching" at all, but sheer indoctrination in the teacher's or textbook writer's personal preferences and prejudices. Obviously, textbook writers must carry the first responsibility here because it is with their materials that teachers and students work.

If instruction in usage is to be effective, it must be current. The best test of currency is relative to the contemporary speech and writing of educated and reputable users of our language. Dictionaries and handbooks are valuable for checking purposes, but the time required for writing and publishing makes it impossible for even the best of them to be infallibly current.

#### Contributions of Grammar

Though the controversy about grammar lingers on, the evidence is now reasonably clear. Grammar can no longer be justified on the historic basis of mental discipline — that intangible "something" that it was supposed to do for the mind. Much of it cannot even be justified in terms of any contribution to facility in language expression. Some of it, however, can still be justified as follows. First, (and contrary to an older view) it is interesting. Second, whether we approve or not, some grammatical terminology holds a secure place in our general vocabulary. (Could we, for example, defend the sending forth of school graduates unacquainted with terms like sentence, noun, verb, clause, phrase?) Third, some kinds of grammatical study do help us to understand, if not always to achieve, acceptable standards of usage. Needless to say, these kinds are functional rather than classificatory, although a minimum of classification may assist the study of function if only because of the sheer convenience of labels.

Of the three reasons just offered, obviously the most significant for teachers is the last. What grammatical emphases, then, are or can be made truly instru-

mental? Which really do serve the cause of acceptable usage? The following are illustrative:

past participle with auxiliary verbs: to explain *I have seen* and *I saw* (as opposed to *I seen* and *I have seen*);

linking verbs: to explain uses of predicate adjectives;

singular and plural: to explain agreements;

subject and object: to explain pronoun forms;

prepositions: to explain pronoun objects;

adjectives and adverbs: to explain modifier conventions.

However, let us not fool ourselves by operating on the assumption that English is a strictly grammatical language. A great deal of it is not amenable to principles of logic. If it were, we should say:

"somebody's else" instead of "somebody else's";

"spoonful" instead of "spoonfuls";

"a friend of me" instead of "a friend of mine";

"meself, youself, himself" or "myself, yourself, hisself" instead of "myself, yourself, himself";

"fewer than two hours" instead of "less than two hours";

"these are as follow" instead of "these are as follows";

"In his fight with the bully, John got the worse of it." instead of "In his fight with the bully, John got the worst of it."

Logically, the "present perfect tense" is not a present tense at all, but a past. Many "pronouns" (the indefinites, for example) do not stand for nouns. The function of the "verb phrase" is often indistinguishable from that of the linking verb plus adjective (*were sleeping* and *were asleep*).

Just as important as grammatical logic in both study and practice of language is the sense of idiom. There are no rules to explain, for instance, most of our prepositional patterns, or for that matter

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much of our spelling and pronunciation. Indeed, he who thinks to explain our language usage steadily by means of logic, grammatical or otherwise, will soon find himself saying the strangest things and (as the story goes) getting the strangest answers.

Our study of grammar, then, like our study of usage, must be descriptive, realistic. If it is not, the student's confidence in the value of language study is undermined by the startling differences between the theoretical language approved in school and the perfectly respectable language spoken by cultured persons outside of school. Spurious grammar and usage cannot be securely "learned" because they can never be reinforced by actual speech patterns. Furthermore, they pre-empt class time which might be better spent on the elimination of really gross errors (the *I done's* and the *he seen's*) that will penalize the student in his post-school life, or on finer discrimination among usage levels.



*Yard duty again, Mrs. Foy?*

— Les Landin from CTA Journal

## Back Up Ahead

(Continued from Page 13)

making a systematic study of history based on chronology. Even if we accept the unit method at its face value, there is some reason to doubt that facts learned in this "new light" (i.e. grouped around units) are easier learned and better retained than facts learned in a cause-and-effect relationship in their chronological order.

Under "Attitudes" (page 10) we find the continued concentration upon the *warp* of our fabric, "Finally, teachers and pupils can seek together to find out the values of life that have emerged as of the greatest importance in the human struggle for progress. These value concepts, **once they have been adequately grasped**, can act as important points of reference, guiding the modification of attitudes in periods of social change." Perhaps this statement is a prime example of what Demiaskevich has called, "intellectual froth."

What, then, is a middle ground between an over-emphasized *woof* outlook, and that of an over-emphasized *warp*? Perhaps we should give organized class-time to the mastery of facts, basing our attack on Shakespeare's statement that, "what is past is prologue." Surely we will all admit that the more difficult task for students is the mastery of facts upon which to build the generalizations. To illustrate from the *Guide*, one of the understandings required of Grade X students in unit one of their course is, "That primitive man's food, clothing and shelter were determined by his physical environment." Obviously.

Directing children in a month's

activity to emphasize an understanding already as plain as is Jimmy Durante's nose, and hitching it to a random set of self-chosen facts (if the student cares to learn any at all) looks suspiciously like an application of the "soft" psychology about which Dr. H. E. Smith wrote in a recent issue of *The ATA Magazine*. Truly, there is no royal road to learning. An "understanding" such as this, weakly supported by a few sporadic facts, is no more meaningful than "Hastings 1066" is by itself. If we were to teach mathematics by listing the answers to the questions, and informing the students that they were free to work the questions out or not, as they chose, we would have a parallel situation. The understandings are the **ends** of learning, not the **means**. Perhaps we are trying to back up ahead — to put the fruits of our learning before the toil of our learning.

And so, dear reader, you say, "All right, if you want to teach factual background, ignore the units (as necessary) and teach it. No reasonable inspector will object." We do not propose to go into a lengthy discussion of free versus directed curriculum. We have a directed curriculum in Alberta, and if we accept it in principle, we are duty bound to follow it. Any suggestion that we should ignore the prescribed course merely casts increased doubts on its initial advisability.

The fact that we are experimenting with what is to us a new social studies method is good, for it shows that we are willing to try to improve our attack. But if the results of the experimenting are

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to be good we must evaluate constantly. Perhaps this evaluation process could be better carried out with increased teacher representation on curriculum committees and sub-committees, a policy which the Alberta Teachers' Association has been urging for some time. It is important to remember that, as teachers, we are one of the vital components which make the curriculum committee's experiments fizz.

No discussion of the unit method would be complete without including the following from the *Study Guide* (page 17). The procedures to be used in the method are being enthusiastically outlined, and under the heading, "The Working and Developing Stage," we find the following: "Committees are set up, leaders are chosen, and work begins. Information is gathered and sifted; experience is gained and evaluated; **ideas pour forth from the minds of busy learners.**" This statement seems to have the tendency to leave the more prosaic social studies teacher hanging weakly

on the ropes, supported only by the thought that despite any modern facade used to disguise it, an ivory tower is just an ivory tower.

But to return to our search for the middle ground — perhaps we can find it in a curriculum which would limit factual material to the point where some class time could be allotted to the development of relationship concepts. It is an accepted and legitimate pedagogical practice, based on necessity, to glean and re-glean historical factual material as we move from new age to new age. Surely we can arrive at a compact yet complete set of facts for mastery by high school students, to be taught in chronological order. This material being mastered, could we not then have time for the procedures now stressed in the unit method? Classroom experience is making it increasingly obvious that the outcomes desired from the use of this method are not to be achieved unless the student has a background of facts from which to draw.

## Glass Houses

(Continued from Page 40)

Schools mirror the society in which they exist. And mirror-like they reflect the unwholesome along with wholesome. Critics ought to remember this."

Criticism of the schools has been taken up and emphasized by some editors and publishing houses. Perhaps some of this criticism is justified, but we believe that Dean Smith has correctly shown that the criticism might better be directed at society as a whole than at the schools which reflect, often belatedly, public attitudes. It might be well to recall the warning of the late Sir Fred Clarke, as quoted in the *Nova Scotia Journal of Education*, October, 1953:

"If we conducted our medical and engineering services and our industrial production with the same slipshod carelessness, the same disregard to precision

of thought and language, the same wild and reckless play of sentimentality or class prejudice or material interest masquerading as principles, with which we carry on our public discussion about education, most patients would die, most bridges would fall down, and most manufacturing concerns would go bankrupt."

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# News From The CTF

It is six years since the Canadian Teachers' Federation opened its national office in Room 8 of the Ottawa Normal School. During this period the office staff has increased from two to five and the Federation's membership has grown from 53,000 to 68,000.

The Canadian Teachers' Federation is a federation of the provincial teachers' organizations and it includes in its membership practically all elementary and secondary school teachers from coast to coast with the exception of the French speaking teachers of the Province of Quebec.

Last spring the Canadian Teachers' Federation acquired its own headquarters building at 444 MacLaren Street, and on the evening of January 14, "CTF House" was officially opened by the President, Mr. L. John Prior.

Following the opening ceremony the Officers and Directors were at home to approximately one hundred and fifty guests who had been invited to represent other national organizations, as well as government, church, educational and cultural circles of the capital.

In addition to the usual ribbon-cutting ceremony of the "opening," the Federation on this occasion unveiled a plaque in memory of the late Dr. C. N. Crutchfield who as part-time secretary gave leadership and devoted service to the Federation for fourteen years prior to the appointment of a full-time secretary in January, 1948. Mr. D. C. Munroe, a past president of the C.T.F., spoke in appreciation of the work of Dr. Crutchfield, and Nelson Crutchfield, a son of "C.N." unveiled the plaque and responded to Mr. Munroe's remarks.

## Board of Directors' Meeting

At the conclusion of a three-day meeting in Ottawa, the Board of Directors of the Canadian Teachers' Federation issued the following statement:

After a review of reports of the con-

tinuing teacher shortage in Canada, the C.T.F. Directors advocate raising entrance qualifications to teacher training institutions. They are gravely concerned that provincial departments of education generally have been lowering entrance standards.

The C.T.F. holds that to retain those teachers we have and to obtain more for the expanding school enrolment, standards must be raised. For, it is only through raising standards and making teaching positions more attractive and worthwhile that teachers will remain in their profession and capable young people will clamour to be admitted.

The lowering of entrance requirements which has been tried in several provinces as a temporary means of keeping the doors of the classrooms open has failed to accomplish its objective and has seriously undermined the prestige of the thousands of well qualified and capable teachers in the country.

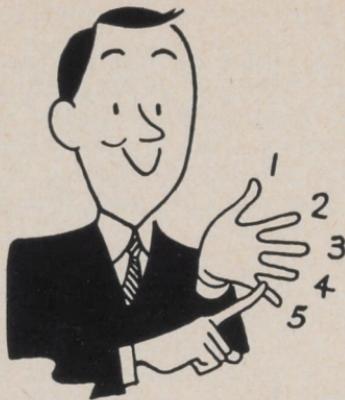
The only teacher training institutions in Canada that have actually increased their enrolment in full courses are those institutions that have raised and stiffened their entrance requirements.

The C.T.F. strongly urges provincial authorities to raise the standards of teacher education in order to ensure qualified teachers for all classrooms.

## Advisory Research Committee

At the mid-winter meeting of its Board of Directors in Ottawa, January 14, 15, and 16, the Canadian Teachers' Federation set up an Advisory Research Committee whose function it will be to work in conjunction with the newly established Research Division of the Federation.

The Committee consists of Dr. G. M. Dunlop of the Faculty of Education of the University of Alberta, Edmonton; Dr. Frank MacKinnon, Principal of Prince of Wales College, Charlottetown, P.E.I.; and Dr. L. P. Patterson, Director



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of the School for Crippled Children, Montreal, and Vice-President of the Canadian Teachers' Federation. Dr. Dunlop will serve for two years, Dr. MacKinnon for three years, and Dr. Patterson for one year. In addition to these three, the committee will have as members ex-officio Mr. L. John Prior of South Burnaby, B.C. and Mr. George G. Crossley of Ottawa, President and Secretary, respectively, of the Canadian Teachers' Federation. Dr. Dunlop was elected Chairman for the first year and Dr. J. D. Ayers, Research Director of the Federation, will act as Secretary to the Committee.

### **British Universities Summer Schools 1954**

British Universities have combined since 1948 to organize annually a special program of Summer Schools providing primarily for the needs of post-graduate students from the universities of America, Europe, and the British Commonwealth. Fifteen to twenty-five nationalities are usually represented at each course. Although the courses are mainly intended for post-graduate students, including teachers in universities and schools, applications are carefully considered from others with suitable qualifications, especially undergraduates in their last two years at a university.

For 1954 Summer Schools are offered at Oxford, at Stratford-upon-Avon, and at the two capital cities of London and Edinburgh.

The schools will last six weeks and are recognized for credits at American universities. Lectures, tutorial work, and opportunities to visit places of interest will be features of each course.

From July 3 to August 14, the University of Birmingham will give a course on Shakespeare and Elizabethan Drama. This is the eighth annual Shakespeare Summer School.

From July 12 to August 20 the University of London will offer a course on Art,

Literature, and Music in England in the Seventeenth and Eighteenth Centuries. As the literary and artistic centre of England in the classical period, London preserves in its buildings, galleries, and records essential material for the study of these centuries.

From July 2 to August 13 at the University of Oxford there will be a course on Politics and Literature in the Twentieth Century, including a study of British political development since 1900 and of English literature in this century, with special reference to the impact of social and political forces on the literature of the period.

From June 28 to August 7 the Scottish Universities will hold their course at the University of Edinburgh on the Development of Modern Western Civilization—history, literature, ideas.

Those interested in obtaining full brochures and further information should apply to Dr. J. F. Leddy, Secretary of the National Conference of Canadian Universities, University of Saskatchewan, Saskatoon, Saskatchewan, or to the Secretary of the Summer School at the Universities of Birmingham, Edinburgh, London, or Oxford. Application forms should be received by March 31, 1954.

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**Dates of Sale:** Tickets to be sold good

going from **Tuesday, March 30, 1954, to and including Monday, April 19, 1954.**

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Tickets will be good for continuous passage only.

**Note:** Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to Superintendents, Inspectors or Secretary-treasurers of School Districts, or to this office.

ROY H. POWERS,

Vice-Chairman,  
Winnipeg, Manitoba.

## Officialese

**Committee:** A group of the unfit, appointed by the unwilling, to do the unnecessary.

**Clarification:** Filling in the background with such detail that the foreground must go underground.

**Conference:** A place where conversation is substituted for the dreariness of labour and the loneliness of thought.

**Expedite:** To confound confusion with commotion.

**Referred for Appropriate Action:** The hopeful attempt to find someone who knows what to do about a hot potato.

**Team Approach:** Many doing the work of one, and all calling signals.

**Status Quo:** The mess we're in.

—From a publication issued by the U.S. Geological Survey.

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## Teachers in the



**ROBERT A. KIMMITT**

**Robert A. Kimmitt**, now superintendent of schools in the County of Warner, was formerly principal of Coalhurst School in the Lethbridge School Division.

Mr. Kimmitt was born in South Dakota and started to school in Montana. He received his elementary and high school education in Foremost, Raymond, and Medicine Hat. He holds his M.Ed. degree from the University of Alberta.

Mr. Kimmitt taught for nine years in the Foremost and Taber School Divisions and had completed nine years' service with the Lethbridge School Division prior to his appointment as superintendent.

During his eighteen years as teacher and principal Mr. Kimmitt was active in Alberta Teachers' Association affairs. He served two terms on the Executive Council as district representative for Southwestern Alberta. On many occasions, he served on salary, publicity, and other committees in his local association.

**S. Aubrey Earl**, formerly superintendent of schools in the Taber School Division, has been appointed Co-ordinator of Teacher Training Services with the Department of Education in Edmonton.

Mr. Earl graduated from Calgary Normal School in 1929. He obtained his B.Sc. degree from Brigham Young University and his M.Ed. degree from Montana State University.



**S. AUBREY EARL**

He taught in Mountain View, Barnwell, Glenwood, and Cardston schools prior to appointment as superintendent. He served as principal in the latter three schools and as superintendent of Cardston schools from 1945 until his appoint-

ment as superintendent for Acadia School Division in 1947. Mr. Earl was transferred from Acadia to Taber School Division in 1949 and remained in that division until his recent appointment.

Mr. Earl has been active in service clubs, municipal government, and in L.D.S. church activities.

**Joseph A. Blockside**, superintendent of schools in the Lamont School Division, was principal of Wetaskiwin Elementary and Junior High Schools from 1942 until his appointment.

Mr. Blockside was born in Murree, Pakistan, and received his education in England, Saskatchewan, and Lethbridge, Alberta. He graduated from Calgary Normal School in 1935 and later completed his B.Ed. degree and B.A. degree from the University of Alberta.

Mr. Blockside taught in the Grande Prairie area prior to moving to Wetaskiwin.

He was active in local association affairs in both Grande Prairie and Wetaskiwin, serving almost continuously on salary negotiating committees.

**W. D. M. Sage** of King Edward School, Calgary, has been elected as Fellow of the Royal Empire Society. Mr. Sage was attached to General Staff in England during World War II and attended meetings of the Society as a guest during his service overseas.

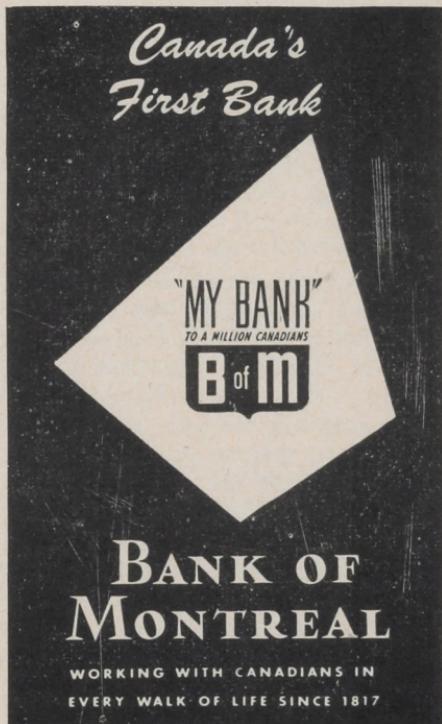
#### Appointment of Director of Vocational Education

Mr. R. E. Byron has been appointed Director of Vocational Education by the Minister of Education. Mr. Byron succeeded Mr. J. H. Ross a year ago as Regional Director, Canadian Vocational Training. This latter is actually a federal title, the functions of which office he will continue to perform. Mr. Byron will continue to supervise activities under the Vocational Training Agreement and other federal agreements. The chief purpose of the change is to provide Mr. Byron with a title having provincial significance.

#### By-law No. 1 of 1948

(Continued from Page 15)

the Board may in its sole discretion determine; but no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund. In the event the applicant was a patient under *The Mental Diseases Act* following his retirement from teaching service the time during which he was a patient shall be excluded in computing the time within which his application is to be made.



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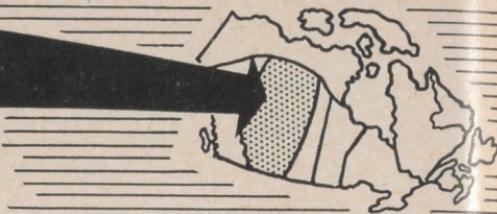
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# NEWS

from  
**OUR LOCALS**



## **Berwyn-Dixonville-Grimshaw Sublocal**

Teachers of the sublocal had an enjoyable meeting in November at the Dixonville school. Mr. Chorny reported on the zone meeting in Grande Prairie and Mr. Kelly outlined ATA organization at provincial, local, and sublocal levels. The Dixonville teachers presented a "surprise package," consisting of slides shown by Mr. Piwowar illustrating his overseas trip, and a folk dance taught to all present.

## **Beverly Sublocal**

The regular meeting was held in Central School on January 29. Councillor Nekolaichuk presented a comprehensive report of the last Local meeting at Sturgeon. The representative to the festival executive meeting, Mrs. Walker, clarified some matters pertaining to the festival, the date for which has been set as April 30. The Library committee reported the purchase of magazine subscriptions from local funds; these were filed for use by teachers. The negotiating committee reported the completion of a new salary schedule. Miss McGirr spoke on the rumoured six weeks' training course for teachers, and a "buzz" session followed.

## **Edmonton Elementary Local**

A resolution strongly opposing any move by the Department of Education to lower requirements or shorten courses for teacher training was passed at the January meeting of the Local:

Whereas, well trained and well qualifi-

fied teachers are essential for any sound system of public education, and

Whereas, the initial years at school are the most important in the educational life of the child,

Be it resolved, that the Edmonton Elementary Local of the Alberta Teachers' Association go on record as being strongly opposed to any action of the provincial Department of Education which would:

1. Lower the entrance requirements into the Faculty of Education of the University of Alberta,
2. Shorten the period of training required for the certification of teachers in the province of Alberta.

Considerable discussion followed as to what action could be taken to counteract any moves which threaten to lower the standard of education in Alberta.

The meeting agreed in principle to a proposal to establish one local in place of the present three for the teachers of the Public School Board. The proposal suggests four sublocals which would include all teachers, grades I to XII, within certain geographical areas in the city. Frank Edwards, chairman of the one local committee, presented the proposal to the meeting.

Three teachers were nominated for positions on the provincial Executive: Frank J. Edwards, Edmonton, for president; G. S. Lakie, Lethbridge, for vice-president; and H. J. M. Ross, Edmonton, for Edmonton district representative.

President Miss M. Wheatley was in the chair.

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The third annual workshop of the Edmonton Elementary Teachers' Association was held recently at Victoria Composite High School. Officials present included R. S. Sheppard, superintendent of the public schools, R. H. Rae, chairman of the school board, George Bayly, director of elementary education for the city, Miss M. Wheatley, president of the Elementary Local, and P. W. R. Holt, educational chairman of the Elementary Local.

Mr. Sheppard remarked that the city teachers were helping to raise the standard of elementary education, not only in Edmonton but in all of Canada. Miss Wheatley expressed appreciation of the extra time teachers were spending on this and other workshops.

This year's workshop will complete the development of the balance of the teachers' resource units for the enterprise work in grades IV, V, and VI. These units serve as reference and lesson material for the classroom teacher.

This ambitious teacher-directed program of organizing, compiling and preparing these resource units as part of the city curriculum was begun a few years ago under the direction of J. Wallin.

Last year's chairman was H. J. M. Ross. Over eighty teachers participated last year publishing three manuals covering the first half of the resource units. Valuable assistance in the program has been given by George Bayly, director of elementary education, who has acted as editor-in-chief.

Consultants at the workshop were: Dr. W. D. McDougall, of the Faculty of Education, Mr. Mel Edwardh, of the Teachers' Service Bureau, Department of Education, Mr. Bayly, and Mr. M. MacDonald, city supervisor of art. The workshop operated under three committees with chairmen, M. E. Dauncey, grade IV, W. L. Ogilvie, grade V, and C. Clement, grade VI.

### Foothills Local

Strong protest against the proposed six weeks' teacher training program was voiced by the teachers of the Foothills Local when they met in Okotoks on February 3 for their regular meeting. With every effort being made by Alberta educators to raise the teacher training requirements those present at the meeting felt that this proposed lowering of standards should be keenly opposed by

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every teacher in the profession. Efforts are being made by the Foothills teachers to secure the cooperation of the parents and community leaders to do all in their power to stop this move sponsored by the Alberta School Trustees' Association before the bill comes up in the legislature.

Frank Edwards of Edmonton and G. S. Lakie of Lethbridge were nominated by the local for the positions of president and vice-president, respectively, on the Executive Council for the coming term. Harold Ritchie of High River and C. B. Diggory of Blackie were appointed as councillors to the Annual General Meeting. Tom Sugden of Midnapore was elected to fill a vacancy on the salary negotiating committee caused by the recent boundary revision.

### Foremost Sublocal

The Sublocal met at Hoping on February 4 with Mrs. Dillenbeck presiding. The rumoured short course for temporary teaching certificates was discussed, and a protest sent to the Minister deploring any suggestion that might be considered for lowering standards. Discussion of teaching magazines and journals revealed that most teachers regarded them as being insufficiently relevant to Canadian schools and not containing enough factual material for practical use.

### Fort Saskatchewan Sublocal

The January meeting was held in the Fort Saskatchewan High School, and guests for the evening were Mr. Seymour and Mr. Eyres from Head Office. Mrs. LePage, a member of the Clover Bar Salary Negotiating Committee, asked for suggestions to help build a new salary negotiating policy. The group thought that the teachers should now strive for better increments rather than emphasize specialized training, other than degrees. Mr. Seymour spoke to the group about ethics, saying, "it was a statement of professional morals—rules of conduct imposed on the membership and accepted by them." In the discussion which followed it was concluded that a code

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of ethics is essential to aid in developing proper relationships between a teacher and his various publics—colleagues, students, parents, school boards, and other citizens. A code of ethics is developed through practice and raises the whole level of a profession.

#### **Gibbons-Bon Accord Sublocal**

The January meeting of the sublocal was held at Gibbons. Mr. Legate reported that it had been decided to hold a one day institute in February, and also that only those schools who wished to would take part in the festival. A discussion on salary schedules followed. An interesting talk on Chopin, illustrated with gramaphone records, was given by Mrs. Boehnert.

#### **Grasswold Sublocal**

The following are the officers of the sublocal elected at the November meeting: Mr. Martin, president; Miss D. Ambury, vice-president; and Mrs. L. Beblow, publicity director; Mrs. R. Campbell was elected secretary-treasurer and councilor. An animated discussion on achievements at various grade levels proved most interesting. It was decided to outline desirable attainments for each division at the next meeting.

#### **Irma Sublocal**

Mrs. M. J. Chase is the new president of the sublocal. Other officers elected at the October meeting are Mrs. C. Bal-

lentine, vice-president; Mrs. M. Fischer, secretary-treasurer; and Mrs. D. Likness, press correspondent. A discussion of the possibility of a track meet and festival took place at the November meeting, and the members were of the opinion that neither event should be considered this year. Visiting teachers toured the rooms of the Irma public school to view the various art displays and room decorations.

#### **Rocky Mountain House Local**

The local has been very active since the fall convention in Red Deer. There was a full attendance at two executive meetings in Benalto and one in Rocky Mountain House. Advantage was taken of the almost one hundred percent attendance at the divisional teachers' workshops on language to hold two general meetings, at which part of the business consisted of hearing reports from the C.B.C. committee, from the AGM delegates, and from the two Banff workshop delegates.

#### **Stettler Sublocal**

At the regular January meeting members discussed the rumoured six weeks' training program for teachers. The councillors were asked to recommend, at the next local meeting, a protest against any such proposal. The secretary was asked to contact the executives of neighbouring Home and School Associations to request their support. The press corres-

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ponent also was asked to prepare an item regarding this situation for publication in local and other papers.

The record on the *Use of Group Dynamics in the Classroom*, procured from Head Office, was played and discussed. The teachers found it very instructive as well as thought-provoking.

### Thorsby Sublocal

The executive of the sublocal for 1953-54 includes: Stanley Zurek, president; Mrs. L. M. Sivertson, vice-president; John Woloshyn, secretary-treasurer; and Val Pailer, press correspondent. At the first meeting there was a keen discussion as to how meetings could be made interesting. The October meeting took the form of a Hallowe'en masquerade dance held at Avon Moor School to which all teachers and guests came in costume. The main business at the November meeting was a discussion of salaries for next year.

### Changes in Supervisory Staff Announced

(Continued from Page 35) for the past few months, will become Superintendent of Athabasca School Division No. 42. He will be taking over the division on February 1.

With the implementation of the recommendations of the Co-Terminous Boundaries Commission, Bow Valley School Division No. 43 will probably, in the course of time, disappear through absorption into Wheatland School Division No. 40. However, if this is to come about, it will be announced at the appropriate time.

A new County is being set up south of Lethbridge, out of territory taken from St. Mary's River, Lethbridge, and Foremost School Divisions. Mr. E. C. Miller, of Lethbridge, is acting as superintendent of the area during the organization stage but Mr. Robert A. Kimmitt, whose present address is Coalhurst, will be the superintendent of the County.

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### Techniques of Guidance

(Continued from Page 14)

tion can be obtained from Career Nights. Often sponsored by the local Home and School Association, this brings parents and students to hear speakers on ten or a dozen different occupations. A poll of the high school students determines which occupations the students wish to hear explained. The arrangements for speakers are facilitated through the Director of Guidance, Department of Education. The procedure during a career night is a general assembly, with a talk on how to apply for a job, then a dispersion to the ten or twelve speakers for an hour. Each speaker repeats his presentation during the second hour to another group of students.

Given good information about his abilities, interests, and matching occupations, students can often make sound tentative decisions. At all times parental desires, financial backing and cultural level must be taken into account.



## West Jasper Place Dispute

The salary dispute at West Jasper Place reached the acute stage about the middle of December, and was not settled until January 8. During this time the office had almost daily contacts with the teachers, the school board, the press, and the radio.

The strike was settled with the award of the board of arbitration being accepted in full a few hours after the Department of Education had found a \$15,000 error in its grant estimate.

This dispute taught the Alberta Teachers' Association several valuable lessons for use in similar cases in the future:

Teachers can act with decision.

It does not "take two to start a fight." In this dispute, the teachers were forced to strike or else to accept the dictates of the board unconditionally.

The press and radio, with the exception of the Citizen of West Jasper Place, made a close study of the dispute and the information given to the public was accurate and fair.

Teachers, and the Alberta Teachers' Association, have many friends among the public, who, when they know that our cause is reasonable, will support us even to the extent of strike action.

While strikes by teachers are not popular with the public, unfairness to teachers is less popular.

Teachers in Alberta who are in trouble can count on support and assistance from all the other teachers of the Province and from all provincial associations in Canada, with the exception of the Ontario Teachers' Federation.

When the strike action seemed inevitable, the Alberta Teachers' Association notified the other provinces and soon received offers of assistance from the Canadian Teachers' Federation and from every provincial association in Canada, with the sole exception of Ontario. The Ontario Teachers' Federation wired that they "could not continue membership with an Association that supported strike action."

## Edmonton Conventions

A meeting of representatives of locals in the Edmonton District Conventions was held in the Alberta Teachers' Association Board Room, on Saturday, January 16 to consider the reorganization of these conventions, including facilities in Edmonton for holding them and the type of program best suited to large conventions. Due to the severe weather, a number of locals were not represented. A committee of three convention secretaries—Mr. A. J. Styra, Mr. N. Melnyk, and Mr. A. E. Hohol—and W. Roy Eyres, ATA Executive Assistant, was appointed to investigate further and report to the locals.

### **Conference Committee**

The Conference Committee, composed of the representatives of the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association, met on January 6 and dealt with proposed amendments to *The School Act*, resolutions from the trustees and the teachers, and the terms of reference for the newly constituted Conference Committee.

### **"The Rumour"**

There has been a persistent and disturbing rumour in Edmonton since last November that the Minister of Education would establish a six weeks training program for students who are enrolled in Grade XII this year.

Newsletters have been sent to locals with all the information that the Alberta Teachers' Association has about this rumour. Every local and every teacher is urged to assist the Association in preventing such a program being established in Alberta. The Minister of Education has steadfastly refused to make any comment or statement about the course.

### **Teacher Recruitment Committee**

This committee met on Monday, January 18 with Mr. W. E. Frame as chairman and Mr. S. Aubrey Earl, newly appointed "Co-ordinator of Teacher Education," as secretary.

This committee was appointed by the Department of Education on the request of the Alberta School Trustees' Association. It should be able to do more for the teacher shortage in Alberta than the rumored six weeks course in teacher training.

### **Board of Administrators, Teachers' Retirement Fund**

The Board met on January 26 with the following in attendance: Mr. T. D. Baker, The Hon. Anders O. Aalborg, Mr. Lars Olson, Mr. R. D. Henderson, Mr. Eric C. Ansley, and Miss C. E. Berry.

One of the main items dealt with was a reciprocal agreement between the Teachers' Retirement Fund Board and the Public Service Pension Board. If approved by the Lieutenant-Governor-in-Council, this agreement will make it possible for teachers to transfer from one scheme to the other, without loss of benefits accrued since 1939.

The Financial Report for the year was received. There is an amount of \$9,000,000. in investment securities.

Other matters dealt with included special cases, the approval of pension options, disability allowances, and refunds.

### **Annual Meetings**

The last week of January, I attended three annual meetings: the Edmonton Y.M.C.A., the Edmonton Chamber of Commerce, and the Education Undergraduate Society Annual Banquet and Dance. Our own general meeting compares favourably with others.

